PRINCIPALS' LEADERSHIP STYLE, TEACHERS' PERSONALITY TRAITS AND SCHOOL CLIMATE AS PREDICTORS OF TEACHER EMPOWERMENT AT SECONDARY SCHOOL LEVEL

A
Synopsis
Submitted to
Dayalbagh Educational Institute
(Deemed University)
For the Partial Fulfillment
Of the Requirements for the Degree of
DOCTOR OF PHILOSOPHY
[2014-2015]

SUPERVISOR
Prof. Archana Kapoor
(Dept. of Pedagogical Science)

RESEARCHER
Pooja Rajput

HEAD & DEAN
(Department of Pedagogical Sciences)

FACULTY OF EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY), DAYALBAGH,
AGRA- 282005

1.0.0 INTRODUCTION

The twenty first century is marked with numerous changes in every field including education. With the advancement of technology and increasing globalization, the modern world emphasizes the need of, not the teacher but the teaching professional who has the capability to deal with the unexpected and the complex. Thus teacher empowerment has become the important issue of present time as it refers to the development of an environment where teachers act as professionals and are treated as professionals (Lee, 1991). The empowered teachers help in attaining the higher values in life and nurture empathy for the fellow beings. They play an important role in developing national integration and social cohesion. They not only spread knowledge but also generate new knowledge. Without giving professional inputs to its teachers, no nation can make progress. The teacher empowerment is based on the foundation of trust, autonomy, choice, responsibility and accountability which aims at generating fresh thinking and action. It includes the preparation of futuristic, dynamic and forward- looking teachers having high level of competencies, commitment and willingness to perform. The earlier concept to promote teacher professionalization was merely based on the fulfillment of teacher's requirements and development of teacher ladder system. But the more effective way is to provide enough freedom to take own decisions regarding curriculum, designing of the syllabus teaching methods etc. The heavy workload and isolated working environment obstruct the teachers to participate in professional discussions. It generates the feeling of disempowerment which also has a negative impact on their profession. Consequently, empowering teacher thus becomes an important agenda in teachers' professional development.

Empowerment has been recognized as an important component of successful transition (Scribner et al., 2001). Empowerment is the process of enabling an individual to think,

behaves, act and control work independently. It is a process of decision making done by those who make the decision (Harry, 2004). The two dimensions of empowerment are interpersonal and intrapersonal. In Interpersonal empowerment, the groups or individuals develop a sense of power-with while working with each other to fulfill their needs. Intrapersonal empowerment is about a sense of power-to which is developed by someone out of the belief in his or her ability to be empowered. According to Merriam-Webster Online Dictionary (2012) "Empowerment is, to give official authority or legal power.'' Page & Czuba (1999) asserted that "empowerment is a multi-dimensional social process that helps people to gain control over their own lives and society (as cited in Fandiño, 2010)." It is a process in which individuals have decision making power, choice and admittance to resources and information, a feeling that people can make a difference and self-initiated growth (Chamberlin 2008).

The theoretical and conceptual framework of this study is developed from in-depth review of literature exploring and examining the notion of Teacher Empowerment.

1.0.1 TEACHER EMPOWERMENT

Similar to the concept of empowerment in organizational backgrounds studies, teacher empowerment on the other hand has become a center of attention on educational reform, leadership models, and teaching effectiveness in schools. It has been defined by various authors as teacher enablement, liberation, autonomy, leadership, self-esteem, authority and self-efficacy. It translates into teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid (Terry, 2000). In the educational context, Empowerment is the teacher's opportunities for choice, autonomy, responsibility and participation in decision making in schools (Lightfoot, 1986). It is also act as a mean of overcoming the exiting directorial order

and gaining increased control on the profession. The involvement of teachers' in the process of school-wide decision making establishes bond among teachers, their principal, students, the parents and community. It is to be considered as an important attribute to bring about a sense of professionalism and foremost to the development of leadership qualities in teachers as are mutual trust, support and recognition Munjis & Harris, 2003).The basic thought behind teacher empowerment is to provide teachers an added sense of ownership and connectedness to their teaching profession where teachers must feel control over their profession (Goyne et al., 1999). It does not mean that principals give up power or that teachers must repeatedly challenge authority. It is possible through the processes of acquirement of professional knowledge, mounting self-esteem and cultivating leadership qualities through professional growth. Possession of professional knowledge, which includes knowledge of professional community, knowledge of educational policies and knowledge of subject areas, is the key process triggering other processes of teacher empowerment (Lichtenstein, McLaughlin & Knudsen, 1991).

Short (1994), defined teacher empowerment *"as a process whereby school participants develop the competence to take charge of their own growth and to resolve their own problems".* It is like a construct that ties teachers' personal competence and capability to educational environments that provide opportunities for a choice in demonstrating their competence. So that, teachers believe they have the skills and knowledge to act on a situation and to improve it. On the other hand, schools craft opportunities for competence to be formed and displayed.

The most commonly renowned dimensions/components of empowerment are decision making, collegiality, self- esteem, professional knowledge, self-efficacy, status, impact and

autonomy of classroom teachers. Decision making, among other issues, plays a vital role in teacher empowerment and strengthening teacher effectiveness.

According to P. M. Short (1992), there are six dimensions of teacher empowerment:

1. Professional development: Teachers' belief that the schools where they work provide them with opportunities to raise and develop professionally, to learn continuously and to increase their own skills through the work of the school.

2. Teacher impact: Teachers' perception that they have an impact and influence on school life.

3. Involvement in decision making: Teachers' participation and accountability for critical decision-making that directly affects their work: budgets, scheduling, curriculum and other programmatic areas.

4. Autonomy: Teachers' self-confidence in the sense of freedom to make decisions and to control aspects of their work life.

5. Teacher status: Teachers' belief that others truly admire their professional knowledge and that they have the real support of their colleagues.

6. Teacher self-efficacy: Teachers' perception that they have the skills to help students learn and are competent in structuring effective programs to introduce positive changes in student learning.

Figure 1.1: Exhibiting Dimensions of Teacher Empowerment

Teacher self-esteem is an essential precursor to empowerment, is defined as a teacher's overall self-appraisal and feeling of self-worth.

Teacher Professionalism is the degree to which teachers live up to the expectations of performance and conduct that pervades their practice. The four key components of teacher professionalism are self-regulation of professional standards, effectiveness, academic engagement and contribution to a professional community.

Teacher collegiality or collaborative spirit is the feeling of less competition and more team effort among teachers. Teachers feel safe about expressing their own thoughts and new ideas as well as looking for the same from other school members.

Empowered teachers become risk-takers, self-evaluators and collaborators. They come out as intrinsically motivated, responsible and independent persons and have high energy level, positive attitudes, high productivity and commitment to education (Gonzales, & Short, 1996). Some researchers found the close relationship among teacher's perception of empowerment, principal effectiveness or authentic leadership and school organizational climate in their studies (Sharp, 2009; McMahon, & Henderson, 2009).

1.0.2 PRINCIPAL LEADERSHIP STYLES

The success of every organization is highly depended on the head, or the manager of such an enterprise like business, school or any other organization. Leadership is an instrument used in an institution for behavior modification. It decides the goals of an organization and ways of accomplishing them. Word Net Dictionary and Collins English Dictionary define, leadership as the ''ability to lead'' and in the 'Dictionary of Education' Good (1959) defines leadership as 'the ability and readiness to guide, direct, inspire and manage others'.

In secondary school organization, the success of one school to achieve its stated goals or objectives depends on the ability of the school heads otherwise known as the principal and his Leadership style. In case, the leadership style of the principal is ineffective, even the best school plans, the most sufficient resources and the most motivated staff and students will be rendered unproductive. Therefore, the function of the principal is to persuade and use his leadership style to synchronize all activities of subordinates to contribute eagerly to organizational goals in accordance with their highest capability. According to Barth (1990), the key element in moving schools ahead is the relationship between principal and teacher. Principals have to learn about leader power bases and the role they play in influencing teacher empowerment and attaining desired school effectiveness and student success.

A leadership style is a leader's style of giving direction, implementing plans, and motivating people. It is the behaviour pattern that a leader shows while attempting to influence the activities of Subordinates. Mosadeghrad (2003) avowed that leadership style is the description of a leader's thinking, behavior and organizational environment. It can be analyzed as a series of managerial attitudes, characteristics and skills based on personal and organizational values, leadership interests and trustworthiness of employees in different circumstances (as cited in Farsani et al. 2013). Some commonly used principal's leadership styles are, Autocratic, Bureaucratic, Charismatic, Laissez-faire, and Democratic.

Burns (1978), conceptualized leadership styles in terms of transactional and transformational characteristics, transactional leadership involves a kind of exchange process in which a leader offers subordinates remuneration or incentives in exchange for their service. In its basic practice, a leader guides and inspires subordinates in detection of established goals by clearly identifying the roles, task necessities, and effectiveness objectives. Another leadership style is transformational leadership in which, the leader motivates its team to be effective and efficient. Many researchers found that teacher empowerment, is promoted through transformational leadership (Hoy & Miskel, 2005).

Transformational leadership is a collaborative, shared decision-making approach which has an emphasis on teacher professionalism and empowerment and an understanding of change, including how to encourage changes in others (Leithwood, 1992). Several researchers have tried to create a link between the distributed leadership of school heads and principals and judge it as an important step towards empowering the staff (Harris, 2003). They believe that the leadership of the principal is necessary but not sufficient. Bateman (1999), the researcher found that principal persuade affects teacher sense of empowerment opportunities in areas

such as decision making, professional growth, status, impact, and autonomy and concluded, "The principal's ability to promote positive working relationships between the school, the community, and other educators and agencies which work with the school will predict teacher empowerment"(as cited in Sharp, 2009). In their study on teacher empowerment and successful empowering principals, Blasé and Blasé (2001) confirmed that principal leadership is the biggest contributor to teachers' sense of empowerment.

The principal is able to empower teachers with a series of actions such as: treating teachers as professionals, giving autonomy, providing professional development opportunities, adopting various rewarding systems (Blasé & Blasé, 1996). Lintner, (2008) stated that when principals set the stage for teacher empowerment, teachers become more effective, and student achievement, responsiveness to student conflict, teacher satisfaction, and the school environment tends to improve. Avey et al. (2010) stated that there is significant relationship between the style of construction leadership for human resource, political and the empowerment of teachers (as cited in Nejad, 2014). The leadership styles from which a principal operates affect relationships that subsequently influence teacher levels of empowerment and student success. Wall, (2012) identified a relationship between teacher empowerment and principal power bases and suggests that principals know how to utilize leader power effectively, as it will affect teacher, student and school effectiveness.

1.0.3 PERSONALITY TRAITS

The personality traits of teachers contribute much to the efficiency and effectiveness in teaching and for good quality of education. Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Callahan, 1966). Trait theories assume that an individual's personality is

composed of specific pre-dispositional attributes called traits. A trait may be described as an enduring characteristic, factor, attribute or quality that distinguishes people from one-another in terms of their basic tendencies to think, feel and take action in certain ways. Carver et al. (2000) stated that personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behavior, thoughts, and feelings. Moynihan & Peterson (2001) affirmed that personality traits are the key antecedent of an individual's cognitions and affective states that may influence his or her task and interpersonal or socio emotional rude behavior. Personality is typically assessed along five dimensions known as the Big Five: extraversion vs. introversion, emotional stability vs. neuroticism, agreeableness vs. disagreeable, conscientiousness vs. unconscientiously and openness to experience (Mairesse et al. 2007).

The Big Five Model

The Big Five' is the commonly used term for the model of personality which explains the five fundamental factors of personality. It combines the emotion, attitude and behavior of the people (Farsani et al. 2013). The big five factors of personality have been found to contain and subsume all essential personality traits. These well-known five personality traits are:

1. Openness is a general admiration for art, adventure, unusual ideas, imagination, emotion and range of experience. People who are open to experience are intellectually curious, appreciative of art and beauty.

2. Conscientiousness is associated with being reliable, strong-willed, organized and punctual. People with this personalities plan ahead and direct their impulses toward achievement.

3. Extraversion is characterized by assertiveness, social dominance, sociability, sensation-seeking, aspiration, and experience of positive affects (Bozionelos, 2004). This trait is marked by distinct engagement with the external world.

4. Agreeableness is a tendency to be sympathetic and cooperative rather than suspicious and aggressive towards others. Individuals are truthful and humble.

5. Neuroticism encompasses characteristics that include low confidence, excessive worry, pessimism and tendencies to experience negative emotions (Bozionelos, 2004). It is sometimes called emotional instability.

Lim, M (2007), in her study on teachers' perception of teacher empowerment found that the position of the teacher (in terms of their leadership role, and their seniority), as well as the positioning of the teachers themselves in terms of their personality, plays a role in teachers' perceptions of empowerment. Conscientiousness and Openness traits were found the most important predictors of teachers' self-efficacy (Djigić, et al. 2014), which is one of the dimensions of teacher empowerment. Teacher leadership, which is considered to be synonym to teacher empowerment also significantly, related with teacher's personality traits (Tatlah, et al. 2012). Therefore, Personality also could be a predictor in assessing teacher empowerment. However, the problems may occur on how to recognize the personality dimensions of teacher based on the model of McCrae & Costa (1997), The Big Five: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. Is there any relationship between these five personality traits and teacher empowerment? After an intense study the researcher did not find any research using personality traits as predictors of teacher empowerment. As such the researcher takes this variable for the present investigation.

1.0.4 SCHOOL CLIMATE

Teachers are key partners in the learning environment, and their perceptions on school climate must be assessed in order to improve and preserve educational excellence (Freiberg, 1998). The teacher empowerment is likely to be influenced by the inter-personal relationship, teaching and learning practices, and organizational structures, what we term as school climate. The term climate has been understood in numerous ways as ‘the feel’, ‘the atmosphere’, ‘the environment’, ‘the ideology’, ‘the tone’ of an institution’. School climate may be defined as the quality, character and personality of school. It comprises major aspects of school life such as safety, relationships, teaching and learning, the environment and organizational patterns. School climate is defined as the feelings and attitudes, about a school expressed by students, teachers, staff and parents. The National School Climate Council (2007) defines school climate as *“norms, values, and expectations that support people feeling socially, emotionally and physically safe.”*

School climate has been defined as the "feel" of a school (Halpin & Croft, 1963). The feelings and attitudes that are seduced by a school’s environment are termed as school climate. It is a multidimensional construct that includes physical, social, affective and academic dimensions of school life. The physical aspect includes appearance, physical plant and size of the school, ratio of students to teachers in the classroom, availability of resources, and physical Safety and comfort. On the other hand interpersonal relationships between and among students, teachers, staff and community refer to social dimension of school climate. The academic aspect of school climate related with the teacher- student interactions, patterns of instruction within school system. The Affective dimension of school climate includes psychological factors like interpersonal trust and cohesion among school members.

According to Hoy and Miskel, (2008) it is a relatively stable quality of the school environment that is experienced by teachers, influences their behavior, and is based on their collective perceptions of behavior in schools. (Franco (2010) found four encompassing constructs that make up the concept of school climate. These areas are (a) physical–this environment is favorable to teaching and learning, safe, and welcoming; (b) social–this environment promotes interaction and communication among students, teachers, staff, and the community; (c) emotional–an affective environment for students, faculty, staff, and community that creates self-esteem and a feeling of belongingness; and (d) academic–this environment endorses learning and self-fulfillment for students, teachers, and staff (as cited in Duff, 2013).

School climates have distinct consequences on the behaviour of the members of the organization and consequently on the attainment of the organization (Halpin and Croft, 1963). They identified six types of climates namely, open climate, autonomous climate, controlled climate, familiar climate, parental climate and closed climate. Place, People and Processes are the three essential aspectsof a healthy school climate. When these three elements are complementary and are in consonance with each other, a congenial climate has shaped. To be good and effective, a school should have a clear organization, characterized by affirmed goals, values and standards of performance. It has to endeavor to create a professional environment for teachers that facilitate sense of empowerment among them. School climate has been reported to have a major impact on teacher's motivation, productivity, performance and job satisfaction (Mehrotra, 2006). Researches support the assumption that teacher empowerment relates to greater organizational effectiveness. Rinehart and Short (1991), in a study of empowerment of teacher leaders in the national program called Reading Recovery, found that teacher leaders saw opportunities for decision

making, control over their daily schedule, high level of teaching competency, and opportunities for growth and development, as empowering aspects of their work. Rinehart and Short's (1993) research on empowerment of teacher and school climate found that teachers perceive relates to their perceptions of school climate, their age, and their years of experience in education. Empowerment was negatively correlated to school climate suggesting that as level of empowerment increases, teachers perceive a less positive climate in the school. The study suggests that creating organizations where participants feel greater empowerment may result in greater organizational conflict and lowered school climate. Sweetland and Hoy (2000) investigate a relationship between school climate and teacher empowerment and a relationship between teacher empowerment and school effectiveness. The findings indicated a positive correlation between teacher empowerment and school climate. (Crossland & Johnson, 2001)

1.1.0 EMERGENCE OF THE PROBLEM

"Teachers are invariably seen as front-line participants in educational reform, critical to successful quality schooling in our country. But, sadly, teachers are often excluded from policy-making, governance and management of our educational system as also from day-to-day instructional strategies and decision making. In our endeavor for educational reforms we must, therefore, emphasize the empowerment of teachers and includes real opportunities for them to share policy perspectives and decision- making in pursuit of educational development and reforms."

-The former Prime Minister of India, Dr. Manmohan Singh's address for the Awardees Teachers on the eve of Teachers' Day in New Delhi (2010)

Teacher empowerment has got new extent in our country due to the implementation of RTE-2009 mainly in the context of millennium goal of 'Education for all.' This had got a momentum since the realization of National Policy on Education-1986.Quality teachers are the possessions of a school. To improve quality of teachers, professional empowerment programmes on novel ideas, giving autonomy and involves teachers in decisions and policies making are essential.

Blasé & blasé, (2001) found in their study that the teachers who feel isolated and powerless are less effective than those who design and control their educational work as per their choice. Zielinski and Hoy, (1983) indicated that feeling of instructional powerlessness occur when teachers feel interference of external forces in their work is becoming so strong, that their influence on students is limited and their teaching does not give positive outcomes. Rappaport (1987) also depicted the absence of empowerment as being a state of real or imagined powerlessness. Thus, teacher empowerment is a process, in which the teachers are relieved from instructional and organizational powerlessness by assuming greater accountability in their professional work life.

Empowerment not only decreases the feeling of powerlessness in teachers but also increases teacher performance (Daronkolaee et al., 2014), productivity, improves teacher morale (Sagnak, 2012; Stachowiak, 2011), increases knowledge of subject matter and pedagogy, and in the end, results in higher student motivation and achievement (Davison & Dell, 2003; Anderson, 2004).

In their study on teacher empowerment Coble, (2010) reported that it brings Job satisfaction in teachers. Similarly Ghaemi, & Sabokrouh, (2014) and Zembylasa, & Papanastasioub, (2005) stated that empowered teachers have high level of motivation and satisfaction with

their job. Bogler, & Somech, (2004) found the significant relationship between teacher empowerment and professional and organizational Commitment of teachers. In their study on teacher empowerment Marks & Louis (1997) also concluded that it has positive effects on the quality of education, students' academic performance and teachers' organizational commitment It strengthens teachers and gives them a sense of ownership (Lintner, 2008; Niehoff, et al. 2001). In all, teacher empowerment considers as an essential process for teacher effectiveness and treats as a cornerstone of teacher professionalism (Oswald, 1995).

Teacher empowerment leads to student empowerment which ultimately turns into school improvement as empowered teachers become more confident, creative and effective (Wayne & Youngs, 2003) and capable to create such environment where all students can: understand mathematical concepts; interpret serious literature; write creatively about their ideas and experiences; converse thoughtfully about history and science (Cohen & Hill, as cited keedy et al., 2001).Further many researchers have also found that school improvement is not possible without the empowerment of teachers. Empowered teachers have the freedom to make decisions about curriculum, pedagogy and assessment which encourage them to become risk takers by experimenting with new ideas (McCarty, 1993).

Figure 1.3: Showing Teacher Empowerment relation to School Improvement

The various researches have established that empowerment of teachers plays a vital role in creating and sustaining a healthy school environment which helps in wholesome development

of students. However, the review of aforementioned literature has lead to the emergence of following questions:

1. What is the level of empowerment among the secondary school teachers?
2. Is there any relationship between teacher empowerment and principals' leadership style and to what extent?
3. Is there any relationship between teacher empowerment and personality traits of teachers to what extent?
4. Is there any relationship between teacher empowerment and school climate and to what extent?
5. What contributory role principals' leadership style, teachers' personality traits and school climate can play in determining the teacher empowerment?

1.2.0 JUSTIFICATION OF THE PROBLEM

Teacher empowerment has become of more interest as reform initiatives emphasize greater teacher capacity, involvement, and accountability (Scribner et al., 2001).Teachers need to make decisions and become more involved in their schools, as teacher empowerment has become an important aspect due to school reform (Coble 2010; Lintner, 2008) that impacts student success and school effectiveness. They need to possess a high level of empowerment in order to create relationships beneficial to school colleagues and also create a sense of contribution and growth in their professional lives (Lee & Low, 2010). On the basis of their study on principal role in teacher empowerment, Blasé & Blasé, (1994), suggested that the school principals have to develop a collaborative, professional climate for empowering teachers. It is dependent upon the principal's degree and experience and comfort with participative decision making. Short, Greer, and Melvin (1994), in their study of empowered

schools, claimed that teacher empowerment occurs in schools where principal desires empowerment to occur. Thus, it is important to understand how teacher empowerment is impacted by the leadership style of the principal.

A focus on the teacher's personality can be a good effort in identifying factors that influence their empowerment, which results in improving the teaching profession and supporting the achievement of education goals. This study investigates school teachers' personality traits and their influence on their level of empowerment. By understanding the relationship between personality of a teacher and teacher empowerment, personality traits which are strong predictors of empowerment can be identified. On the other hand, school climate with open, healthy and collegial professional interactions and strong academic emphasis empowers teachers and create norms of collective efficacy that shape the normative environment of schools and influence teacher behavior. Therefore, it is also important to understand how school climate influence teacher empowerment.

Review of related literature revealed that studies conducted on Teacher Empowerment deal with variables such as principal effectiveness, principal communication skills, leadership orientation, and professional knowledge, organizational & professional commitment, student achievement, job satisfaction, school climate, and teacher morale, job performance of teachers, motivation, and collegial trust. Most of the researches on teacher empowerment were conducted across different countries since the period of 1980's and the researcher found that in the Indian context, there is a scarcity of empirical studies on teacher empowerment. Nowadays, more emphasis has been given to teacher empowerment in India also. More and more empowerment programmes, workshops, seminars, conferences have been conducted on this issue. But the question is that, is this the only way to empower teacher? Therefore the

researcher wants to explore the factors which are directly responsible for teacher empowerment.

After reviewing, the researches in education, the investigator did not come across even a single study using principals' leadership style, teachers' personality traits and school climate as predictors of teacher empowerment at secondary schools level. Keeping in view the non-existence of significant studies in this vital area, the researcher has decided to take this problem for the present investigation.

1.3.0 STATEMENT OF THE PROBLEM

In the context of above justification, the researcher frames the research problem as below:

Principals' Leadership Style, Teachers' Personality traits and School Climate as Predictors of Teacher Empowerment at Secondary School Level

1.4.0 DEFINITION OF THE TERMS USED IN THE STUDY

The variables of the study have been defined in following ways:

TEACHER EMPOWERMENT

Bolin (1989) defined teacher empowerment as *"investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach."*

In the present study teacher empowerment includes involvement in decision making, self - efficacy, self-esteem, status, autonomy, professionalism and collaborative spirit of teachers.

PRINCIPAL LEADERSHIP STYLE

This refers to the behavioral pattern of the principal in a given school situation leading teachers and students' activities. The present study incorporates the study of Leadership style of Principal through two divergent styles of leadership:

Transformational leadership

Bass (1990), "In transformational leadership, leaders widen and raise the interests of their subordinate, generate awareness and acceptance of the purposes and mission of the group and stir their subordinate to look beyond their own self-interest for the good of the group."

Transactional leadership

According to Burns (1978), "In transactional leadership, rewards and punishments are contingent upon the performance of the followers."

In the present study principal leadership style is being considered as behavior pattern of principal as perceive by teachers within the school system.

PERSONALITY TRAITS

John & Srivastava (1999) defined, "Personality traits are basic tendencies that refer to the abstract, underlying potentials of the individual".

In the present study personality traits are being defined as Openness, Agreeableness, Conscientiousness, Extraversion and Neuroticism (The Big Five factors of personality).

SCHOOL CLIMATE

Franco (2010) defined the school climate as, "the intangibles that affect the feelings and attitudes of the students, teachers, staff, and parents" and it comprises the "physical and psychological aspects of a school that proved the environment necessary for teaching and learning to take place".

In the present study school climate includes Physical environment, Social environment, Affective environment and Academic environment of the school.

1.5.0 OBJECTIVES OF THE STUDY

To make study scientific and systematic the researcher has framed the following objectives:

1. To study the Leadership Styles of Principals of secondary schools with reference to sex.
2. To study the personality traits of secondary schools teachers with reference to sex.
3. To study the climate of secondary schools with reference to sex.
4. To identify the prevailing level of Teacher Empowerment of the Secondary Schools with reference to sex.
5. To determine the relationship between teacher empowerment and leadership styles of principals of secondary schools.
6. To determine the relationship between teacher empowerment and personality traits of secondary schools teachers.
7. To determine the relationship between teacher empowerment and school climate.
8. To find out the contributory role of principals' leadership style, teachers' personality traits and school climate in determining teacher empowerment.

1.6.0 HYPOTHESES OF THE STUDY

Following null hypotheses are formed for the study:

H_o 1. There is no significant difference in Leadership Styles of male and female Principals of Secondary Schools.

H_o 2. There is no significant difference in the Personality Traits of male and female teachers of Secondary Schools.

H_o 3. There is no significant difference in the Climate of male and female Secondary Schools.

H_o 4. There is no significant difference in level of Teacher Empowerment of the Secondary Schools with reference to sex.

H_o 5. There is no significant relationship between Teacher Empowerment and Principal's Leadership style.

H_o 6. There is no significant relationship between Teacher Empowerment and Teacher's Personality Traits.

H_o 7. There is no significant relationship between Teacher Empowerment and School Climate.

H_o 8. There is no significant contributory role of principal leadership style, teacher personality traits and school climate in determining teacher empowerment of secondary school teachers.

1.7.0 DELIMITATIONS OF THE STUDY

- The study will be delimited to Permanent & Trained teachers, having teaching experience more than five years.
- The study will be confined only to U.P Board based government and aided secondary schools of Agra city.
- Principals and teachers of both sexes will be considered.

1.8.0 METHODOLOGY OF THE STUDY

The methodology of the study has been stated in the following heads:

1.8.1 METHOD OF THE STUDY

The descriptive survey method will be employed for the purpose of this investigation.

1.8.2 VARIABLES OF THE STUDY

1. **Independent variables:** In the present study Principal Leadership Style, Personality Traits and school climate are taken as independent variables.
2. **Dependent variable:** In the present study Teacher Empowerment is considered as dependent variable.
3. **Control Variable:** Teaching Experience and Confirmed Services

1.8.3 SAMPLE

The sample will be selected from U.P. Board syllabus based secondary schools of Agra City. The multistage random sampling method will be used for selection of sample. The city is divided into three constituencies namely Agra North, Agra South and Agra Cantt. Agra North

has 2 Nagar Panchayats, i. e., Dayalbagh and Soaminagar, besides the wards. 30 schools (15 male & 15 female) from these constituencies on proportionate basis including two schools of the Nagar Panchayats (P V & R E I Intermediate College) will be taken. The final sample will consist of 300 teachers comprising 150 male & 150 female teachers and their principals.

1.8.4 TOOLS

The following tools will be used for data collection:

1. Self-Constructed Tool for measuring Teacher Empowerment.
2. **Big Five Personality Inventory(BFPI)**

   Big Five Personality Inventory constructed by Arun Kumar Singh and Ashok Kumar (2014) will be used to study the personality traits of teachers. The Inventory is divided into five Dimensions– Openness to Experience, Neuroticism, Extraversion, Agreeableness, and Conscientiousness. This Inventory is based on Costa and McCrae Neo Big five Personality Inventory.
3. **Multi-factor Leadership Questionnaire (MLQ)**

   The Multi-factor Leadership Questionnaire (MLQ), Indian adaptation by S.N. Dubey (2004) will be used for measuring principal leadership styles. It is based on Bass and Avolio Multifactor Leadership Questionnaire form 5 X short. The MLQ measure a broad range of leadership styles from passive leaders (Laissez faire), to leaders who give contingent rewards to followers (Transactional), to leaders who transform their followers into becoming leader themselves (Transformational).
4. Self-Constructed Tool for measuring School Climate.

1.8.5 STATISTICAL TECHNIQUES

The following statistical techniques will be used for the analysis and interpretation of the data:

- Descriptive Statistics: Mean, Standard Deviation, Graphical Representation
- Inferential statistics: t-Test, Product Moment Correlation, Multiple Regression Analysis

1.9.0 SIGNIFICANCE OF THE STUDY

Teachers are burdened with heavy workload. Overcrowded classrooms and large amount of syllabus to be completed within a limited time add to their anxiety. The study will therefore help principals and educational planners to probe into the areas of empowerment. From the research findings, this study broadens the understanding of factors that may impede or promote empowerment of teachers in the context of India. In particular, the study offers insights on how school principals and school management can better manage teacher empowerment at the administrator level in their respective schools.

Findings of this study would greatly benefit the Ministry of Education, Schools management, principals and teachers as: (a) results could provide a model of how principals' leadership style relates to empowerment of teachers, and could identify specific principal leadership style that empower teachers (b) research findings may lead to more efficient and precise delivery of professional development programs to enhance teacher empowerment (c) results could identify the prevailing school climate in the secondary schools and their effect on teacher empowerment. It will be helpful in determining which type of school climate is most conducive for teacher empowerment (d) results of this study could identify specific personality traits which are strong predictors of teacher empowerment. It will be helpful for

school management in selecting teaching professionals on the basis of their personality traits. (e) Suitable programs can be devised to develop necessary traits in teachers essential for their empowerment.

Finally, the results of the study will be helpful to the Ministry of Education in making school restructuring programs and policies by adopting decentralization of decision making and teacher empowerment as a part of the School Reforms in India. Programmes to address the desired leadership changes in the styles of principals can also be formulated. Developments of programmes to create, enabling positive climate in schools may also be initiated. This study involves the principals with their current leadership styles, the prevailing climate of secondary schools and teachers as teaching professionals to evaluate their current situation in the Indian school system. The evaluation of various factors closely associated with the school system, it is hoped will contribute directly to the teacher effectiveness in India. The findings of the current research will encourage the further empirical researches in this field.

Bibliography

Anderson, K. (2004). The nature of teacher leadership in schools as reciprocal influence between teacher leaders and principals. *School Effectiveness and School Improvement,* 15(1), 97- 113. DOI: 10.1076/sesi.15.1.97.27489

Barth, R. (1990). A personal vision of a good school. *Phi Delta Kappan*, 71(7), 512-516.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics,* 19-31.

Blase, J., & Blase, J. (1996). "Facilitative school leadership and teacher empowerment: Teachers 'perspectives'. Retrieved from World Wide Web:blase.myweb.uga.edu/home/publications.html

Blasé, J., & Blasé, J. (2001). Empowering teachers: What successful principals do? (2nd Ed.). Thousand Oaks, CA: Corwin Press, Inc.

Blase, J. & Blase, J. R. (1994). Empowering teachers: What successful principals do? Thousand Oaks, CA: Corwin Press. ERIC Document Reproduction Service No. ED 377576.

Boey, E. K. (2010). Teacher Empowerment In Secondary Schools: A Case Study In Malaysia Retrieved from Http://Www.Utzverlag.De/Buecher/40970dbl.Pdf.

Bogler, R. & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. Retrieved from http://www.units.miamioh.edu/eduleadership/faculty/quantz/bogler.pdf

Bolin, F. S. (1989). Empowering Leadership. Teachers College Record, 19(1), 81-96. Retrieved from http://edutechwiki.unige.ch/en/Teacher_empowerment

Bozionelos,N. (2004). The Big Five of Personality and Work Involvement. *Journal of managerial psychology, 19*(1), 69-81.

Burns, J.M. (1978). Transformational Leadership Theory. Retrieved from http://www.leadership-central.com/burns-transformational-leadershiptheory.html

Callahan, S.G., (1966). Successful Teaching in Secondary Schools. Glenview, Chicago: Scott, Foresman & Co.

Carver, C.S., & Scheier, M. F. (2000) Perspectives on Personality (4th Ed.) Boston: Allyn and Bacon.

Chamberlin, J. (2008). A working definition of empowerment. National Empowerment Center. Retrieved from http://www.power2u.org/articles/empower/working_def.html

Coble, B. S. (2010). A Mixed Method Approach to Understanding Teacher Empowerment in Georgia Schools After Implementation of the No Child Left Behind Legislation. Retrieved from https://etd.library.emory.edu/view/record/pid/emory:83w74

Daronkolaee, M. A., Esmaeili, M. R., & Nikaeen, Z. (2014). The relationship between dimensions of empowerment and performance of physical education teachers of the city of Tehran. Retrieved from http://scholarsresearchlibrary.com/ABR-vol5-iss1/ABR-2014-5-1-148-154.pdf

Davidson, B. M., & Dell, G. L. (2003). A school restructuring model: A tool kit for building teacher leadership. Paper presented at the annual meeting of the American Educational

Research Association, Chicago, IL.

Dee, J. R., Henkin, A. B., & Duemer, L. (2003). Structural antecedents and psychological correlates of teacher empowerment. *Journal of Educational Administration,* 41(3), 257-277.

Djigić, G., Stojiljković, S. & Dosković, M. (2014). Basic Personality Dimensions and Teachers' Self-efficacy. *International Conference on Education & Educational Psychology,* 112, 7, 593–602 DOI: 10.1016/j.sbspro.2014.01.1206

Dubey, S.N. (2004). Multi Factor Leadership Questionnire (MLQ). National Psychological Corporation, Agra.

Duff, B. K. (2013). Differences in Assessments of Organizational School Climate between Teachers and Adminsitrators. Retrieved from http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1722&context=doctoral

Empowerment of teachers, Retrieved from http://www.literatureindia.com/2010/09/07/empowerment-of-teachers

Fandiño, Y.J., (2010). Research as a means of empowering teachers in the 21st century. Retrieved from http://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/1624/2134

Farsani, M. E., Aroufzad, S. & Farsani. F. A. (2013). Relationship between leadership styles and personality traits among woman physical education teachers. Retrieved from http://scholarsresearchlibrary.com/EJSES-vol2-iss1/EJSES-2013-2-1-17-21.pdf

Franco, M. S. (2010). School climate In T. C. Hunt, J. C. Carper, T. J. Lasley, II, & C. D. Raisch (Eds.), *Encyclopedia of Educational Reform and Dissent*. 2, 786–788.

Thousand Oaks, CA:Sage.

Freiberg, J.H. (1983). Improving school climate-A facilitative process. Paper presented at the Seminar in Organizational Development in Schools, University of La Verne, La Verne, CA.

Ghaemi, F., & Sabokrouh, F. (2014). Teacher Empowerment and Its Relationship to Job Satisfaction: A Case Study in Mazandaran University. *International Journal of Language Learning and Applied Linguistics World*, 5 (2), 287---298.

Gonzales, E., & Short, P. M. (1996). The relationship of teacher empowerment and principal power bases. *Journal of Instructional Psychology*, 23(3), 210–216.

Good, C.V (1959) .Dictionary of Education' second edition, New York: McGraw-Hill.

Goyne, J., Padgett, D. Rowicki, M. A., & Triplitt, T. (1999). The Journey to Teacher Empowerment, 1 13.

Griffith, D. E. (1964) Administrative Theory. New York: Appleton Century Craft.

Halpin, A. & Croft, B. (1963). The Organizational Climate of the Schools. Chicago: Midwest Administration Center University.

Harris, A. (2003). Teacher leadership as distributed leadership: Heresy, fantasy or possibility? *School Leadership & Management*, 23(3), 313-324.

Harry, C. (2004).My Way or The Highway: The Micromanagement Survival Guide. Berrett-Koehlar publisher.

Hoy, W. K. & Miskel, C.G. (2005) Hoy, W., & Miskel, C. (1996). Educational administration: Theory, research and practice. (5th Ed.). New York: McGraw-Hill.

Hoy, W. K., & Miskel, C. G. (2008). Educational administration: Theory, research, and practice (8th Ed.). New York, NY: McGraw Hill.

John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research, 2, 102–138. New York: Guilford Press.

Keedy, J. L., Gordon, S. P., Newton, R. M. & Winter, P. A. (2001). An assessment of school councils, collegial groups, and professional Development as Teacher Empowerment Strategies, *Journal of In-Service Education,* 27(1), 29-50, DOI: 10.1080/13674580100200141.

Kumar, A. & Singh A.S. (2014) Big Five Personality Inventory (BFPI). National Psychological Corporation, Agra.

Lee, K. L., &T Low, G. T. (2010). The influence of social power and educational orientation on the outcomes of superior-subordinate dyadic relationship. *European Journal of Social Sciences,* 16(4).

Lee, W. (1991). Empowering music teachers: A catalyst for change. Music Educators Journal, 78 (1), 36-39.

Leithwood, K. (1992). "The Move toward Transformational Leadership."*Educational Leadership* 49(5) 8-12. EJ 439 275.

Lichtenstein, G., McLaughlin, M. & Knudsen, J. (1991). Teacher Empowerment and Professional knowledge. Retrieved from http://www.cpre.org/images/stories/cpre_pdfs/rr-20.pdf.

Lightfoot, S. (1986). On goodness in schools: Themes of empowerment. *Peabody Journal of Education,* 63(3), 9-28.

Lim, M. M. (2007). Perception of teacher empowerment in a turning points school: a case study. Retrieved from books.google.co.in/books?isbn=0549171576

Lintner, J. D. (2008). The relationship between perceived teacher empowerment and principal use of power. Retrieved from ProQuest and Theses database. (UMI No. 3317329)

Loukas, A. (2007). What Is School Climate? Retrieved from https://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v5n1a4.pdf

Mairesse, F. & Walker, M. (2007). Personage: Personality generation for dialogue. In Proceedings of the 45th Annual Meeting of the Association for Computational Linguistics (ACL), 496–503.

Marks, H. M. & Louis, K. S., (1997). Does Teacher Empowerment Affect the Classroom? The Implications of Teacher Empowerment for Instructional Practice and Student Academic Performance. *Educational Evaluation and Policy Analysis,* 19(3), 245-275. doi: 10.3102/01623737019003245 .

Marks, H.M & Louis, K.S. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly,* 35, 707-750.

Martin, B., Crossland, B. & Johnson, J. (2000). The relationships between teachers‘empowerment, teachers‘sense of responsibility for student outcomes, and student achievement. Paper presented at the Mid-Western Educational Research Association Annual Meeting, Chicago.

McCarty, H. (1993). 'From deadwood to greenwood: Working with burned out staff', *Journal of Staff Development*, 14 (1), 42-47.

McCrae & Costa (1997), McCrae, R.R. and Costa, P.T.; J. (1987) Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology* 52, 1, 81–90.

McMahon, E. A. & Henderson, J. E. , (2009) "Authentic Leadership, Teacher Empowerment, and School Climate: A Descriptive Study" Paper presented at the annual meeting of the UCEA Annual Convention, Anaheim Marriott, Anaheim, California Online <APPLICATION/PDF>. 2014-07-04 from http://citation.allacademic.com/meta/p378323_index.html

Mehtrotra, R.N. (2006) Teacher and Teaching. In Sixth Survey of Educational Research. New Delhi: NCERT, 13-53.

Merriam-Webster.com (2012). Retrieved from http://www.merriam-webster.com

Moynihan, L.M. and Peterson, R.S. (2001) Contingent Configuration Approach to Understanding the Role of Personality in Organizational Groups, *organizational Research*, 23, 327-78

Munjis, D. & Harris, A. (2003) Teacher Leadership-Improvement through Empowerment? An Overview of the Literature. *Educational Management & Administration* 31(4), 437-48.

National School Climate Council. (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher

education policy. Retrieved from www.schoolclimate.org/climate/documents/policy/school-climate-challenge-web.pdf

Nejad, F.H. (2014) To Investigate the Relationship between Ethical Leadership and Teacher Empowerment. Retrieved from http://www.cibtech.org/sp.ed/jls/2014/01/jls.html

Niehoff, B. P., Moorman, R. H., Blakely, G., & Fuller, J. (2001). The influence of empowerment and job enrichment on employee loyalty in a downsizing environment. Group & Organization Management, 26(1), 93.

Oswald L. J. (1995). School-based management. Eric Digest, NO.99 Retrieved from http://www.ed.gov/databases/ERIC_Digest/ed384950.html

Page, N. & Czuba, C., (1999). Empowerment: What Is It? Journal of extension, 37(5) Retrieved from http://www.joe.org/joe/1999october/comm1.php.

Prawat, R. S. (1991). Conversations with self and settings: A framework for thinking about teacher empowerment. *American Educational Research Journal,* 28(4), 737-757.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology*, 15, 121-148.

Rinehart, J. S., Short, P. M., Short, R. J., & Eckley, M. (1998). Teacher empowerment and principal leadership: Understanding the influence process. *Educational Administration Quarterly*, 34, 630–649.

Rinehart, J.S. & Short, P.M., (1994). Job satisfaction and empowerment among teachers

leaders, reading recovery teachers, and regular classroom teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta.

Romanish,B.(1993). Teacher empowerment and school restructuring. Retrieved from http://www.adi.org/journal/ss93/RomanishSpring1993.pdf

Sagnak, M. (2012). The empowering leadership and teachers' innovative behavior: The mediating role of innovation climate. *African Journal of Business Management*, 6(4), 1635-1641.

Scribner, J. P., Truell, A. D., Hager, D. R., & Srichai, S. (2001). An exploratory study of Career and technical education teacher empowerment: Implications for school leaders. Retrieved from http://files.eric.ed.gov/fulltext/EJ636659.pdf

Sharp, D. C. (2009). A Study of the Relationship between Teacher Empowerment and Principal Effectiveness. Retrieved from https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Sharp_David.pdf

Short, P. M. (1992).Dimensions of Teacher Empowerment. Retrieved from http://files.eric.ed.gov/fulltext/ED368701.pdf

Short, P. M., Greer, J. T., & Melvin, W. M. (1994). Creating empowered schools: Lessons in change. *Journal of Educational Research*, 32(4), 38–52.

Short, P., & Johnson, P. (1994). Exploring the links among teacher empowerment, leader power and conflict. *Education,* 114(4), 581-594.

Short, P., & Rinehart, J. (1992). School participant empowerment scale: Assessment of level of empowerment within the school environment. *Educational and Psychological Measurement*, 52, 951-960.

Short, P., & Rinehart, J. (1993). Teacher empowerment and school climate. Retrieved from http://files.eric.ed.gov/fulltext/ED347678.pdf.

Short, P.M. & Rinehart, J.S. (1994). Defining Teacher Empowerment. *Education*, 114(4), 488-492. Retrieved from http://findarticles.com/p/articles/mi_qa3673/is_n4_v114/ai_n28646672/

Short, P.M. (1994). School empowerment through self-managing teams: Leader behavior in developing self-managing work groups in schools. *Education,* 114(4), 493-503.

Singh, A.K. & Kumar, A. (2014) Big Five Personality Inventory (BFPI) National Psychological Corporation, Agra.

Spreitzer, G. (1995). An empirical test of a comprehensive model of intrapersonal empowerment in the workplace. *American Journal of Community Psychology*, 23(5), 601-630.

Squire-Kelly, V. D. (2012). "The Relationship between Teacher Empowerment and Student Achievement" Eelctronic Theses& Dissertations. Paper 406 retrieved from http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1406&context=etd

Stachowiak, D. (2011). Graduate school of education and psychology. Retrieved from Pro Quest Dissertations and Theses database. (UMI No. 3474967)

Sweetland, S. & Hoy, W. (2000). School characteristics and educational outcomes: Toward an organizational model of student achievement in middle schools. Educational Administration Quarterly, 36(5), 703-729.

Tatlah, I. A. Nizami, R. Siddiqui, K. A. (2012). Influence of Personality Traits on Leadership Styles: A Secondary Level Study. *Romanian Journal for Multidimensional Education*, 4(3), 163-174. Retrieved from: http://ssrn.com/abstract=2448104

Terry, M. P., (2000). "Empowering Teachers as Leaders". Retrieved from http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf

Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An interpretive model o f intrinsic task motivation. *Academy of Management Review*, 75(4), 666-681. Retrieved from: http://www.ed.gov/pubs/Reform/pt2a.html

Wall, L. A. (2012). An Exploratory Study of Teacher empowerment and Technical Education in Kentucky. Retrieved from http://digitalcommons.wku.edu/diss/38.

Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research,* 73(1), 89-122

Wu, V., & Short, P. M. (1996). The relationship of empowerment to teacher job commitment and job satisfaction. Journal of Instructional Retrieved from World Wide Web: www.edu.haifa.ac.il/personal/asomech/...files/bogler_somech_(2004).pdf

Zembylasa, M. & Papanastasioub, E. C. (2005). Modeling Teacher Empowerment: The role of job satisfaction. *Educational Research and Evaluation*, 11(5), 433 – 459.

Zielinski, A. E. & Hoy, W. K. (1983) Isolation and Alienation in Elementary Schools. *Educational Administration Quarterly,* 19 (2), 27-45 doi: 10.1177/0013161X83019002003